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Peer Mentoring Research

AN EVALUATION OF OUR PEER MENTORING SCHEME AND ITS IMPACT ON OUR
THIRD YEAR STUDENTS

RACHEL NEWCOMBE

Hello!



Image courtesy of oncology systems



Image courtesy of Science photo library

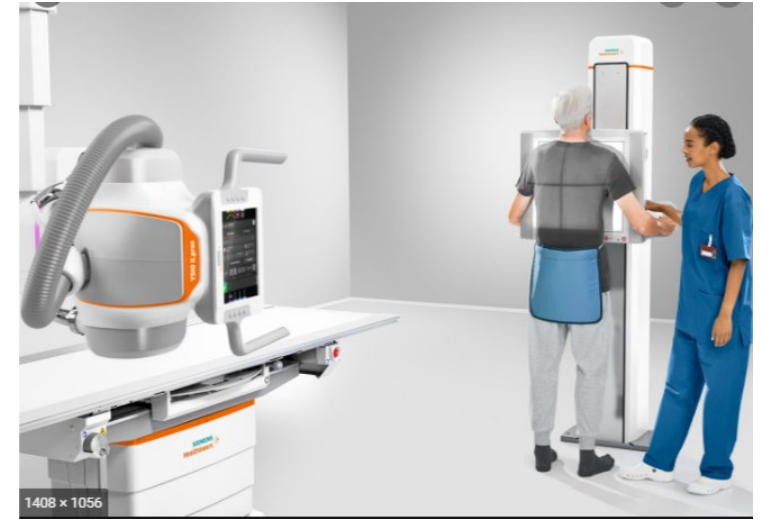


Image courtesy of Siemens Healthineers

Background: what?

- ▶ 2017 revalidation included a peer mentoring scheme
- ▶ Third year Diagnostic Radiography students mentored first year students
- ▶ Third years presented tutorial style revision sessions covering medical imaging of the thorax over a day
- ▶ Set groups from same placement sites
- ▶ Encouraged to forge longer lasting connections

Background: why?

The scheme

- ▶ Student requests
- ▶ Lack of formal mentor training that met employers needs
- ▶ Invaluable peer support for new students

The research

- ▶ Identify benefits of the scheme that have led to academic, clinical or professional improvements
- ▶ Identify weaknesses
- ▶ Identify any improvements
- ▶ **Ultimately is it worthwhile?**

Supporting Literature & Professional Standards

- ▶ Health and Care Professions Council (2013): Radiographers need to be aware of the importance of participation in training, supervision and mentoring of students
- ▶ Society & College of Radiographers (2009): *members are expected to act as mentors in order to realise the enormous benefits that successful mentoring can offer*
- ▶ Perram (2016): *Learners often seek a 'near peer mentor'*
- ▶ Nettleton & Bray (2007): lack of support for mentors and lack of time to work with mentees are identified as key constraints in the mentor role
- ▶ Naylor, Ferris and Burton, (2014 & 2016), Houghton, et al (2012): Reality Shock. Inadequate preparation for clinical role
- ▶ Naylor, Ferris and Burton (2016): Student supervision was a cause of stress in recent graduate and training should have been provided whilst they were still students

Supporting Literature Continued

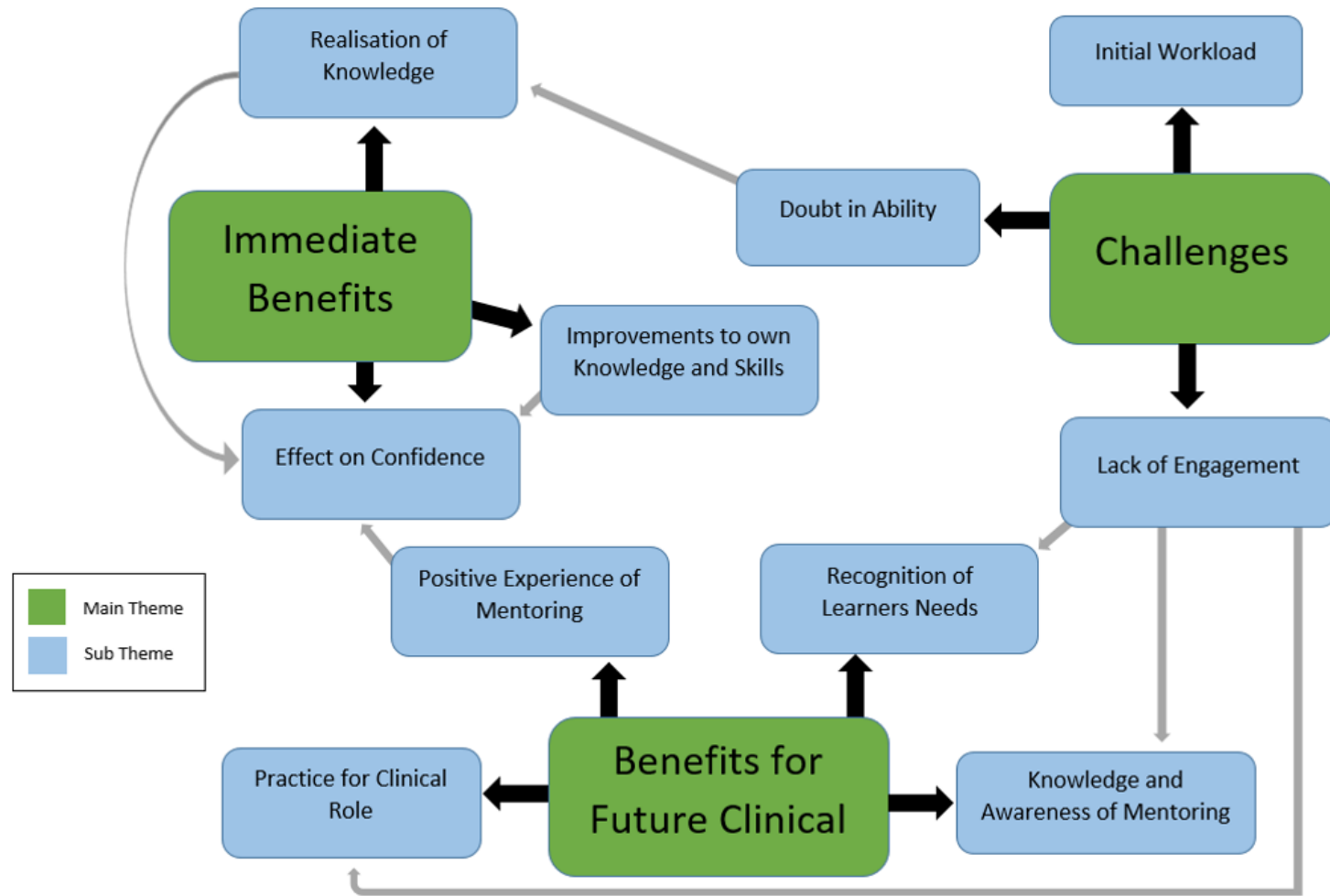
- ▶ SCoR (2009): appropriate training should be made available to the mentor
- ▶ Meertans (2015): Benefits to the mentor include improved communication skills, an understanding of different learning styles, developing how to deliver feedback, increased confidence in their knowledge, an appreciation of how far they had come, solidifying their own knowledge and gaining empathy with vulnerable patients
- ▶ Christie (2014): A potential for mentees to ask too much of mentors

Data Collection

Interpretivist research using qualitative methods to try to understand social issues and discover how people construct meaning.

- ▶ Two focus groups, one at each campus
 - ▶ Easy to organise, direct interaction, rich data from few subjects, ideal for small scale
 - ▶ Allowed for more than one 'truth' for mentoring – explored how people make meaning from experience
 - ▶ Good for evaluation
- ▶ Semi-structured Interview
 - ▶ Useful follow up tool
 - ▶ Allowed me to probe motives and feelings
- ▶ Observational notes
 - ▶ Complimentary tool
- ▶ Data in form of recordings and notes
- ▶ Thematic analysis allowed for tagging, coding and emergence of themes following thorough emersion

Themes



Results & Conclusions

- ▶ Immediate Benefits: Realisation of knowledge
 - ▶ *"You feel like you might not know a lot, but actually, when you start talking to a first year, you see you know a lot more than what you think."*
- ▶ Immediate benefits: Effect on confidence
 - ▶ *"If we can vocalise it and talk about it, it helps increase our confidence as well."*
- ▶ Immediate benefits: Improvements to own knowledge
 - ▶ *"I felt I took a lot away from it. It showed me areas that I needed to improve."*
- ▶ Benefits to future clinical role: Practice for role
 - ▶ *"what you've got to realise is that you might not see the benefit now, but when we're qualified we are going to have to work with students"*
- ▶ Benefits to future clinical role: Positive Experience of mentoring
 - ▶ *"I liked it. I want to work with students in the future."*

Results & Conclusions

- ▶ Benefits to future clinical role: Improved mentorship knowledge
 - ▶ *“different people learn differently, so it opens you up into the different options you can use”*
- ▶ Benefits to future clinical role: Recognition of learners needs
 - ▶ *“It could be a good support network for a lot of first years”*
- ▶ Challenges: Initial workload
 - ▶ *“It did come at a time when we had a lot on.”*
- ▶ Challenges: Doubt in ability
 - ▶ *“The whole idea of doing a class. I couldn't sleep, I was petrified and I ended up crying during the day, it was so embarrassing!”*
- ▶ Challenges: Lack of engagement
 - ▶ *“We didn't know how to get more out them, it was awkward. It made me feel more nervous.”*

Impact on practice

- ▶ Allowed
 - ▶ Evaluation of the scheme
 - ▶ Improvement
 - ▶ Selling on its identified merits
- ▶ Use in clinical...
- ▶ Increased confidence in research

References

- ▶ Christie, H. (2014). Peer Mentoring in Higher Education: Issues of power and control. *Teaching in Higher Education*. Vol. 19, No. 8, 955-965, <http://dx.doi.org/10.1080/13562517.2014.934355>
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- ▶ Perram, A. (2016). Characteristics of an ideal practice educator: Perspectives from undergraduate students in diagnostic radiography, nuclear medicine, nutrition and dietetics, occupational therapy, physiotherapy and radiation therapy. *Radiography*. 22. 295-300.
- ▶ SCoR. (2009). *Mentoring: Guidance & Advice*. Available at: <https://www.sor.org/learning/document-library/mentoring-guidance-and-advice>.